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The Honorable William J. Janklow
 Governor of South Dakota
 500 East Capitol
 Pierre, SD 57501-5070

Dear Governor Janklow:

On behalf of the South Dakota Workforce Development Council, I am pleased to submit the Job Training Partnership Act (JTPA) Annual Report for Program Year 1998, which includes the period of July 1, 1998, through June 30, 1999. Program Year 1998 marked the sixteenth year of operation for the JTPA program in South Dakota. This report is designed to reflect the major activities conducted during the program year.

JTPA programs provide an important framework for developing public-private sector partnerships. These partnerships help prepare South Dakota's unskilled youth and adults for entry into the labor force, train individuals facing serious barriers to employment, provide specialized training to dislocated and older workers and meet the future training and employment needs of South Dakota industry. As a result, the Job Training Partnership Act has assisted business, the community and individuals by decreasing illiteracy, unemployment and welfare dependency.

In keeping with the responsibilities of the South Dakota Workforce Development Council and the South Dakota Department of Labor, this report is presented for your information.

Sincerely,
 Warren Lotsberg, Chairperson
 South Dakota Workforce Development Council

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JTPA - BUILDING A BETTER WORKFORCE FOR TOMORROW

The goal of the Job Training Partnership Act is to prepare unskilled adults and youth for entry or re-entry into the labor force. JTPA provides employment and training opportunities to individuals facing serious employment barriers--those who are most in need and stand to gain the greatest benefit from such opportunities. But changes in our society, advances in technology, and an increasingly global economy dictate that workforce preparation methods adapt to the shifting needs of the labor market. In response to these developments, South Dakota's employment and training system underwent a significant change in the 1994 program year. A new Workforce Development Council was formed to oversee workforce training and development programs in South Dakota. Today this council continues its efforts to provide the state with a workforce equipped with the skills necessary for the next millennium.

The council's goals recognize the growing importance of establishing partnerships between business and education, and maintaining open lines of communication between and among state and local government, the business community, educators at all levels, community-based groups, and parents and students.

Studies show 70 to 80 percent of the jobs in the next 10 years will not require a college education, but will require more than a high school education. With that in mind, the council is working to identify the strengths and weaknesses of the state's methods of preparing young people for the world of work. The council continues to play a leading role in an effort to develop a tracking system that will gather follow-up data about the occupations and wages of individuals who complete state-supported training and education programs. The goal of the tracking system is to provide sufficient information to allow decision makers to take an objective look at the value of various programs, which will ultimately allow the state to invest its training dollars in programs that offer the greatest return.

One of the council's biggest responsibilities continues to be planning and implementation of the School-to-Work Opportunities Act. School-to-Work provides resources for states to develop a system to move young people from high school into skilled, well-paying jobs that help them realize their potential. School-to-Work will give students an opportunity to choose a broad career major and receive work experience in a real work setting while they're still in school.

But more than just working with the state's young people, the council also works with adults in need of education or retraining. The council helps people acquire skills they need to work with new technology, it assists workers who've lost their jobs because of shifts in the economy or changing consumer demands, and it is working with social service agencies to help individuals and families make the break from public assistance.

The South Dakota Workforce Development Council is prepared to adapt and customize education and job training programs to meet the needs of its people, and to meet the changing demands of its employers, providing the state with a workforce equipped with the skills it takes to compete in a global economy.

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Job Training Programs Meet Many Different Training Needs



[On-The-Job Training \(OJT\)](#)

The purpose of the On-the Job Training (OJT) activity is to provide an opportunity for a JTPA eligible participant to be hired, trained, and retained in a permanent, long-term training-related unsubsidized job. This activity offers a participant the chance to be trained on-the-job for a specific occupation in either the private or public sector. It also provides the employer the opportunity to train in the methods, skills, and work habits used in the employer's establishment.

A formal agreement is negotiated which outlines the responsibilities of the employer, the participant, and the Department of Labor. When the conditions of the agreement have been met, the Department will reimburse the employer a pre-determined amount to help defray the cost and lower productivity that is generally associated with training the participant for the job. Reimbursement is based on 50 percent of the starting wage for the position.

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[Work Experience](#)

The Work Experience activity is designed to promote the development of good work habits and basic work skills and provide entry-level training for participants who have limited work experience or who have been out of the labor force for an extended period of time. Work experience provides employment opportunities in public and private non-profit agencies which are 100 percent subsidized by JTPA. Participants are paid directly by the South Dakota Department of Labor and receive federal minimum wage or the prevailing entry level wage for the job, whichever is higher. The department also provides worker's compensation coverage for participants.

Work experience is usually offered only in concert with academic or occupational skills training. Through waiver authority work experience may be offered on a stand-alone basis. This occurs when an On-the-Job training placement is not available or appropriate, and/or assessment has indicated a work experience

would best address the needs of the participant. Retention by participating employers is not required.

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[Customized Skill Training](#)

Participants receive classroom instruction in high demand occupations. Training is customized using a high level of employer involvement. Employers are asked to sponsor the training, provide input into curriculum design, establish participant screening requirements, and commit to hiring participants who satisfactorily complete the required training. Recent skill-training classes have trained heavy equipment operators, carpenters, welders, truck drivers, and computer operators.

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[Internships](#)

JTPA internships provide employment training through private for-profit employers. Internship training offers occupation specific training for participants in their career interest areas. Internships enhance the long-term employability of participants and provide on-site private sector exposure to work and the requirements for successful job retention. Participants typically are economically disadvantaged individuals ages 16 through 21. However, through waiver authority, internships are also allowed for economically disadvantaged adults on a limited basis.

The cost of internship training is 100 percent subsidized by JTPA, and participant salaries are paid directly by the Department of Labor. Participants receive the federal minimum wage or the prevailing wage for the job, whichever is higher. Participants are covered under worker's compensation by the Department of Labor. The employer agrees to provide training and supervision during the length of the internship. Internships are usually offered only in concert with academic or occupational skills training. Through waiver authority, an internship may be offered on a stand-alone basis when the service strategy of the individual makes its use appropriate.

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[Individualized Skill Training Helps Establish Career Paths](#)

Individualized skill training is formal classroom instruction designed to give participants the needed education and skills to enter a new career. Commitments are made on an individual basis for a maximum of \$3,000 per school year for tuition, books and fees. The approval of any particular course of study is based on the individual's career assessment and employability plan. Approval is granted for

programs that can be completed within two years and for occupations that pay at least \$8.00 per hour for graduates of the training program.

Skill training is provided in several occupational categories including but not limited to aviation maintenance, satellite communications, nuclear medicine, and practical nursing. Most participants enroll in one of the four technical institutes located in Mitchell, Rapid City, Sioux Falls, and Watertown. The six state-supported universities and South Dakota's private schools have also been sites for skill training.

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[Dislocated](#) Worker Program Offers Retraining to Workers

The primary activity under the state reserve funds (40% funds) is to provide for rapid response efforts on notice of layoff or closure actions. Rapid Response coordinates the local entities and programs to a directed focus on the dislocation. Working closely with local government, service providers, employer, and employee organizations the team is able to develop a plan of service that will avoid duplication of effort and assist the workers in reemployment.

South Dakota continued to work with major layoffs and utilized national reserve funds to provide retraining for workers from Homestake and Dakota Pork. Both situations showcased the cooperative effort of local entities in providing a full slate of services and activities for the benefit of the workers.

The state also responded to other significant layoff or closure actions that affected an increased number of workers when compared to prior years. Significant layoff actions included Gateway, Sioux Falls and North Sioux City; Land-O-Lakes Dairy, Sturgis; and Raven industries, DeSmet.

Substate funds (60% funds) are distributed to Job Service and Career Learning Centers as dislocations occur in their service areas. This provides the resources for individual readjustment and retraining services to assist the worker to return to suitable employment.

In all, the state received only three WARN notices. However, the state responded to a number of smaller yet significant layoffs that affected workers in smaller communities.

The efforts of the local Job Service staff and other service providers, such as career learning centers, proved to be quite successful. The program accounted for an entered employment rate of 91.6 percent and an average wage at termination of \$8.12 per hour. These figures combine national reserve projects and substate activity.

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South Dakota's PY 1998 Performance Goals

Core Performance Measures	Actual	Goal
Adult Follow-Up Employment Rate	78.8%	65.9%
Adult Weekly Earnings at Follow-Up	\$285	\$312
Welfare Follow-Up Employment Rate	65.2%	57.8%
Welfare Weekly Earnings at Follow-Up	\$262	\$268
Youth Positive Termination	86.7%	71.3%

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"Set Asides" Help Meet Special Training Needs

JTPA offers a number of employment training services to meet special needs in South Dakota. A total of 23 percent of Title II-A funds are "set aside" for special state-administered programs in areas of education coordination (8%), incentive and technical assistance (5%), program administration (5%) and older workers (5%).

Eight percent set aside funds help provide employment programs at the state's 18 alternative schools. Five percent funds are targeted to providing opportunities to youth offenders in places like the Custer Youth Corrections Center and the State Training School in Plankinton.

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Older Worker Program

The Department of Labor provides employment and training services to JTPA-eligible participants 55 years and older. Services offered include On-The-Job Training, Work Experience, Individualized Skill Training, and Supportive Services. Career learning centers and senior employment organizations like Green Thumb, Inc. are responsible for recruiting, assessing, enrolling and placing older workers in need of training into permanent full- or part-time jobs. Field staff negotiate, write and monitor training agreements in cooperation with Job Service and career learning centers. Services provided to seniors may include assessment, career and vocational exploration, job seeking and retention skills, basic life skills, job clubs, GED preparation, and basic or remedial education.

A small funding source limits the scope of this program. Funds were directed to

four career learning centers with a state-wide pool reserved for Job Service. Sioux Falls and Rapid City career learning centers were major recipients of these funds, and Huron and Aberdeen career learning centers were funded at a lesser level.

The state reached out to older workers through local efforts of the Job Service and career learning centers. Coordination is an on-going effort between the state programs and Green Thumb. The Department of Labor is a member of the state's inter-agency coalition on aging. This project is designed to share ideas and efforts in providing comprehensive services to the older worker population.

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[Supportive Services Help Make Job Training Possible](#)

Supportive services provide the economic means for some individuals to participate in JTPA programs. Participants can receive assistance to meet their transportation needs, day care expenses, minor medical care, training-related clothing or equipment and lodging expenses. In most cases payments are made directly to the service provider, and may cover the entire cost of the service or some portion of it.

Support services are sought from local community resources before JTPA funds are committed. The request for financial assistance may come from the participant, or the need may be identified through the assessment process.

The most frequently used supportive services are daycare and transportation.

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[JTPA Helps Women Launch Non-Traditional Careers](#)

South Dakota's JTPA program strives to develop programs for women that contribute to occupational development, upward mobility, development of new careers and overcome sex-stereotyping in jobs traditionally held by men.

During the 1998 Program Year, JTPA provided non-traditional training to 58 women in such occupations security guard, dairy farmer, tractor-trailer truck driver, automobile mechanic, millwright, and welder. Wages on completion averaged \$7.82 per hour, but ranged as high as \$26.30.

Five of the program's 58 participants were Native Americans. Nine were between the ages of 16 and 21, nine were in the 22-29 age group, 38 were between 30 and 54 years old, and two were age 55 and older.

JTPA training programs are coordinated with the Department of Education and Cultural Affairs.

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[Project ESTEEM](#) Provides Equity Awareness Training

The Women's Educational Equity Act (WEEA) Project is a training program provided through the cooperative efforts of the South Dakota Departments of Labor and Education and Cultural Affairs and local coordinators of single parent and equity programs. The program focuses on recruitment and outreach with an emphasis on nontraditional careers and professional and marketable skills. Program components include career assessment and guidance, basic skills and academic remediation, job seeking and job keeping skills, and preparatory and training-related activities. Program eligibility includes male or female students in grades 9 - 14, but especially targets women and girls who are subject to multiple forms of discrimination based on sex, race, ethnic origin, income level and parental status.

- **During PY98; 2,332 participants received comprehensive services.**
- **There were 14,468 outreach activities provided. Activities included career planning, nontraditional training and employment, economic development, life skills education, and parenting skills education.**

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[Summer Youth](#) Program

Forty-three communities operated Summer Youth Programs.

The Summer Youth Program was very successful. An emphasis for matching students with private employers continued, but placing students with jobs that would interest them was the top priority. No matter what the job, the youth learned what the employer's expectations were. The students had the opportunity to gain those transferable skills (punctuality, calling in if going to be late or absent, working with co-workers, getting along with your supervisor, etc.). There were many instances of the youth being hired by the employer after the program was over.

The youth that were served also accomplished even more than getting their work experience completed. Pre- and posttests (areas included math, reading, language arts, and spelling) were given to the youth.

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[Alternative Schools](#) Address Student Needs

Alternative schools have been around since 1988, when Turn About opened in Sioux Falls. The schools address the needs of students who have dropped out or

are "at risk" of dropping out of traditional schools. South Dakota now has 18 alternative schools, which served a total of 790 students during the 1998 program year.

Alternative schools are supported through a cooperative effort of the Department of Education and Cultural Affairs and the Department of Labor. During the program year the State Job Training Coordinating Council authorized \$450,000 in operating funds to the 17 alternative schools, which represent 49 South Dakota school districts. Funding includes:

- \$450,000 from the Department of Education and Cultural Affairs and
- \$48,467 in Department of Labor JTPA Governor's set-aside funds.

The money is matched on an equal basis by the participating school districts.

Each of the 18 alternative schools operates a program designed to serve the needs of the students, the local community and participating school districts. The schools offer academic training with an emphasis on employability skills. Student-to-teacher ratios are no greater than 10:1. The goal of the alternative schools is to help students earn a high school diploma, or help them reach a point where they can return to their local school and succeed in a traditional school environment. Alternative school students must meet all graduation requirements of the local school district and the Department of Education and Cultural Affairs. All schools use state certified instructors who teach curriculum approved by the local district. Students who graduate from an alternative school receive a standard diploma from their local school district.

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[Career Learning Centers Meet Special Training Needs](#)

South Dakota's 9 career learning centers provide education and training to help individuals secure productive employment. The centers enroll participants from a wide range of backgrounds including high school dropouts, dislocated workers and older workers. Before suggesting a course of action, career specialists determine the individual's interests, aptitudes, abilities and motivation. Some applicants may need to brush up on basic skills like math, reading or spelling. Some may wish to complete their GED. Others may need to learn or re-learn the skills necessary to help them find and keep a job.

Each center offers a positive learning environment where individuals are encouraged to improve themselves and make the most of their abilities. Career specialists teach students how to interview, how to write a resume and what supervisors expect from their employees. Information is provided about post-secondary schools so students can continue their education.

Career center staff can also offer advice to students on such topics as budgeting, alcohol and drug abuse prevention and self-esteem. Participants who successfully complete career center programs are ready to enter the workforce as highly motivated and productive employees.

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[Title II-C In-School Youth Program](#)

The Title II-C In-School Youth Program is a career readiness program which provides youth with: (1) career exploration, (2) career readiness skills, and (3) transferable work skills that enhance youths' abilities to obtain and maintain high skill, high wage employment. The program places a great deal of emphasis on the preparation of youth for entry into the work force. Assessment, education, and short-term work-based activities are designed to provide youth with marketable skills leading to productive, unsubsidized employment.

The purpose of the Title II-C In-School Youth Program is to improve the long-term employability of youth; enhance the educational, occupational, and citizenship skills of youth; encourage school completion; increase the employment and earnings of youth; reduce welfare dependency; and assist youth in addressing problems that impair their ability to make successful transitions from school to work, apprenticeship, the military, or postsecondary training.

The program must be provided through a combination of school- and work-based education, incorporate integration of academics and vocational education, have identified tasks that each youth must complete, and promote the acquisition of transferable work skills. Outcomes focus on competencies in basic education, career readiness, and job specific skills. Program eligibility includes alternative school students and residential correctional youth who are economically disadvantaged with barriers to employment.



During PY98; 678 participants were served by the Title II-C In-School Youth Program.

The Workforce Development Council offers a toll-free number.

To call for information about job training programs:

1-800-952-3216

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<http://www.state.sd.us/dol/jtpa/py1998.htm> last updated 8/20/00.